

1946

Two children : a study of their behavior problems.

Mary Magdalen Connors
University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Connors, Mary Magdalen, "Two children : a study of their behavior problems." (1946). *Masters Theses 1911 - February 2014*. 2708.
Retrieved from <https://scholarworks.umass.edu/theses/2708>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.



FIVE COLLEGE
DEPOSITORY

TWO CHILDREN
A STUDY OF THEIR BEHAVIOR PROBLEMS

CONNORS - 1946

ARCHIVES
THESIS

M
1946
C752

TWO CHILDREN - A STUDY OF THEIR
BEHAVIOR PROBLEMS

Mary Magdalen Connors

A problem submitted in partial fulfillment
of the requirements for the Master of Science degree

Massachusetts State College

Amherst

1946

TABLE OF CONTENTS

	<u>Page</u>
PART ONE	
INTRODUCTION	
Nature of problem	1
Purpose of study	1
General principles	2
What is school discipline?	2
Symptoms in child behavior	2-3
PART TWO	
LIFE STORY OF TWO BOYS	
Home environment	3-6
Early life and school reactions of Tom	6-14
Early life and school reactions of Jim	15-21
PART THREE	
RESEARCH SUPPORTS IN BASIC THEORY FROM BOOKS AND ARTICLES	22-23
PART FOUR	
BEHAVIOR INSTANCES LISTED	24
PART FIVE	
ANALYSIS OF BEHAVIOR INSTANCES	
Generalizations as to method of discipline used .	25
1. Facing the music	26-27
2. Self-control	28-29
3. Honesty as to possessions	30-31

	<u>Page</u>
4. Respect for property	32
5. Self-dependence	33
6. Thumb sucking	34
7. Dependence	35
8. Self-control	36-37
9. Approved and disapproved method of getting attention	38-39

PART SIX

SUMMARY AND LISTING OF TEACHING PRINCIPLES	40-41
--	-------

PART SEVEN

GENERALIZATIONS	42-44
BIBLIOGRAPHY	45-46

PART ONE

INTRODUCTION

Nature of Problem: Some years of experience in teaching in the elementary grades of public schools have given me a greater interest in the younger children. In these beginners the multiple challenges to the teacher are quickly and sharply revealed.

With the younger pupils the first of the challenges is most likely to have to do with behavior. My duty as a teacher requires me to do all I can to see that these beginners acquire right personal and social habits and ideals to aid them in adjusting themselves to their environment, to their classmates and playmates, and thereby become in time respected and useful citizens.

In order to obtain a body of information helpful to myself, and perhaps to other teachers of primary grades in school, I have chosen to make an intensive study of two boys, Jim and Tom, aged six and eight years respectively.

I have had six years experience teaching in the elementary grades. I have taught a combination of grades, 1 - 4, followed by the combination of grades 5 - 8. Next I taught a combination of grades, 4 - 5 - 6; then had charge of a remedial class. At present I am teaching Kindergarten in the Smith College Day School.

Purpose of Study: In view of being a training teacher in the future myself, I expect this study shall enable me to better understand younger children and the solution of their problems, and to be a more skillful guide to young teachers who must understand and cope with discipline

problems in their schools.

General Principle: In the public schools the teacher's classroom is a place where the child should feel secure from emotional stress. The teacher will have a developmental point of view and consider it her major function to aid children in resolving an emotional impasse in which they may have become involved, instead of punishing or criticizing them. (24) In handling any disciplinary problems she should have a quiet, pleasant, sympathetic, but not sentimental, talk with the child alone to determine the cause of the difficulty. The teacher should not meet the situation by displaying emotion herself. She should have a sense of humor at the child's level. Her greatest effort shall be to arrange so that the responsibility for learning rests upon the learner through active participation.

What is School Discipline? School discipline has been defined as a body of rules and regulations concerning the students' conduct with relation to their work, their fellow students, their teachers and school authorities as well as other persons with whom they may come in contact while in the care of the school. (17) From this general but inclusive picture of discipline the child should be led to desirable moral habits which will guide his conduct in the right directions through life.

Symptoms in Child Behavior: The symptoms in a child's behavior such as irritability, restlessness, delinquency, etc., shows us that the child really needs help and not a scolding or "pep" talk which we are too prone to give. To understand the real cause is the only way to prepare to treat

the child's difficulty. Very often this is a most difficult task for it leads one beyond the school into the home and into the child's social life. Therefore the study of concrete cases will aid the teacher in better understanding children and herself.

PART TWO

LIFE STORY OF TWO BOYS

Home Environment: I selected these two particular boys because their cases constitute one of the hardest challenges in my experience. They are of different parentage, adopted from the same children's home and now live in a private home as brothers. The older boy, aged 8 years, is Tom; the younger boy, aged 6 years, is Jim.

Mr. and Mrs. Jones, their foster parents, are respected citizens of the town in which they live. Mr. Jones is an active business man and, owing to the nature of his work, is away a good part of the day. The children do not see him very much except on weekends for, when he gets home from work, the children are in bed. In the morning he leaves for work before they are up. The Joneses are of comfortable means and live in a nice residential section of town. Both parents are college graduates, realize the advantage of a good education and want the best for their children. Because of insanity in one of the foster parent's families, Mrs. Jones does not want to have any children of her own.

The mother has complete handling of the children. She is very weak in discipline and bribes the children to get them to do as she wishes. For example, if she wants Tom to get ready for bed, a habit which should be well established by now, she says: "Tom, it is your bedtime. Come, now, we will go upstairs and get ready." When he refuses to do so she says, "If you come with me now I will give you the candy I bought you today." If this offer doesn't work she will offer something more tempting. If Mrs. Jones tries to force the boy to do

anything he runs to get away. Immediately she chases him and sometimes succeeds in catching him. After this activity the bribe is again offered - and accepted - and the boy comes peacefully to bed.

Sometimes, with Tom particularly, she gets very cross, scolds and even spansks him. As, for example, when Tom and Jim are playing together, Tom frequently takes something that really belongs to Jim and with which he is playing at the time. Tom is very destructive and Jim, knowing this, screams loudly for his plaything. By the time Mrs. Jones arrives on the scene Tom has wilfully damaged it. Since this has happened frequently she loses all patience and spansks him. Now things are in an uproar, two screaming children and an angry distressed mother.

By now Mrs. Jones feels quite helpless and knows that the children will not obey her. This helpless attitude can be detected even in the tone of voice she uses when telling either of the boys to do something. One day there was a movie shown at school in which the children appeared. The parents were invited to come. The younger children were excused early in the forenoon so they could go home and have a nap before they returned with their parents in the afternoon for the showing of the picture.

Tom and Jim went home but only Tom returned in the afternoon with his mother. She explained that she feared she could handle only one boy at a time. While the movie was in progress Tom was very good but the film broke and while it was being repaired Tom grew restless and left his mother. He wandered up and down the aisles, crossing in between the rows where the people were sitting, teasing some of his classmates, and making a general nuisance of himself. Though Mrs. Jones was aware of

what he was doing she made no attempt to stop him. Finally one of the teachers asked her to take Tom out if he would not remain with her. She said she did not like to make a scene trying to take him out but would go out if some teacher would get him for her.

Mrs. Jones was informed that since the younger children came from home with the parents to attend the movie the parents rather than the school were responsible for the conduct of the children on this occasion. Hesitantly Mrs. Jones got up, went near Tom and said, "Come, dear, Mother and you are going now. We will go down street and get something nice." "I don't want to go now," came the reply and Tom started to cut through one of the rows to the opposite side of the room. He was doomed to failure because one of the faculty sat in that row. In his quick get-away Tom did not notice her and, as he passed, she reached out and took hold of him. He remained with her until his mother came and they both went out to go home. Apparently both children sense her insecure feeling about control and take advantage by running away from her.

Early Life and School Reactions of Tom: Tom was born March 22, 1938, and as a tiny baby was adopted from a home in Canada. At the age of 14 1/2 months he walked. Due to a celiac condition, Tom was kept on a very strict diet. The essentials of it were bananas and other non-protein foods. Unless he kept to the diet rigidly he lost weight rapidly. The following is a sample of his meals:

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
Egg - soft boiled	Cheese - Banana	Banana
Banana-milk - Cream of wheat	Peas - Junket or apple sauce	Strained carrots Jello - Toast
Toast - Banana	Toast - Banana-milk	Banana-milk

In the neighborhood there are not many children of Tom's age as playmates for him. His younger brother is his chief playmate. Tom bosses him continually, so it was decided to send Tom to nursery school where he would have the companionship of children his own age and be in a world in which the stimulus of new interests offered freedom for a few hours each day from the emotional problem at home. Here he would be exposed to a variety of activities - things to make and do, chances for bodily development, for music and rhythm and dramatic expression, and a chance to create as his imagination prompted. Of most importance were the opportunities for social contacts allowing him to experiment with his selfishness and his affections. Here his need to possess and dominate conflicted with his need to win the esteem and love of others, and in working out methods of compromise and control he could make discoveries that should last him a life time. Nursery school offers experience which the home, by its very nature, cannot offer but it ties in with all that has gone before in the child's experience.

Tom accepted nursery school in a very matter of fact manner and seemed perfectly at home at once. At first he seemed quite puzzled by the presence of other children. In the beginning his play seemed to be more a frenzy of activity - pushing and pulling every available vehicle and box or basket into one heap. All of his activities were characterized by bursts of excited action followed by sudden collapses into calmer states. After a month his play frenzy lessened. He was much quieter and chose different things to do as, for example, ride the bicycle or play in the sand.

Tom has a perfect passion for children's hats. He takes them quietly out of their lockers and wears them but will never admit that they are not his. Also at home Tom goes into forbidden places and takes things he is not permitted to have. For example, the mother usually keeps a box of candy on hand to give some to the children at what she considers proper times. This box is on a high shelf in the cupboard and Tom knows it. When his mother is not in the room he pulls a chair over to the cupboard, gets up on it, and reaches his objective. He takes a few pieces and makes off to be by himself. Either the stickiness or chocolate leaves plenty of evidence on Tom for his mother to know what has happened.

Very often when Tom was just watching others play or was not active himself, was tired or it was bedtime, he sucked his thumb. He was never told to remove his thumb from his mouth nor scolded for sucking it, but was immediately challenged by the offer of some other activity which required the use of that hand, or his attention was fixed on something that was put into that hand for him to look at - anything to divert his attention from the thumb. Sometimes it would be the simple suggestion that Tom show some other child, not so skilled as he, how to steer the automobile. His interest in some form of activity was stimulated and then he would go ahead and play, forgetting about sucking his thumb.

Tom does not seem to see the relationship of things very well. For example, his chair, crayon box, rug and towel, all bear the picture of a dog; some other child's things are marked with a horse, etc. Though the owner is unable to read he knows which is his by the picture.

Tom still does not understand the purpose of the picture.

He has an adequate vocabulary and good comprehension but slurs his words so that it is often hard to understand him, and makes the ideas he is trying to express seem confused. Usually he talks in very simple sentences or parts of sentences which are quite immature for his age. For example, when he is driving the toy automobile he may say, "Gonna back this in," instead of saying, "I'm going to back this in." Sometimes he says one thing and means something else. For example, "I said, 'No', did I", meaning, "didn't I".

Tom's chief interest at school is in cutting and pasting things and using crayons. Books do not challenge him at all. He has had no previous experience in music, such as listening to the victrola or the piano, but he does enjoy hearing someone sing songs.

Nap time is a difficult period for Tom. It is a 15 minute rest on a cot in a darkened room. At first he made queer noises to make the others laugh, thrashed around in his bed and asked to be allowed to go to the bathroom. Preceding rest period all children go to the bathroom so Tom was not allowed to leave rest for that reason. In the beginning it was necessary to stay by Tom's cot and see that he remained reasonably quiet. After he had had ample time to know what he should do but just didn't do it, he was given rest period alone. He was told he would not be allowed to rest with his group or go out and play at the same time until he was big enough to take care of himself. After a few rest periods by himself he said he could rest well with the others and, upon trial, did so. Any of his off days were treated in like manner by segregation and before the year ended he was able not only to stay quiet

but actually sleep during nap time.

When Tom entered Kindergarten the following year it was noted that during the summer he had lapsed into many of his former bad habits. With the previous record known and a sympathetic, understanding, guiding hand, it was not long before Tom was readjusted. Being in a progressive school - free activity method advocated - he had a great deal to stimulate and challenge his interest. His span of attention improved greatly; for example, he could now build a whole farm scene: barn, hen house, pig pen, a place to store grain, and also make a road leading to and through the farm. This was quite an improvement over the barn and hen house he constructed at nursery school.

He is quite skillful in climbing on large apparatus and very often in doing this is the leader of the group. Being able to do something well and having it appreciated by the group tends to make him more co-operative. Now that he makes large buildings with the blocks, knows how much it means to really create something worthwhile, he realizes how he would feel if someone knocked it down, so he refrains from destroying the work of other children.

Tom is very active and even near the end of the year is still quite destructive of toys. For example, if he is playing with the tin soldiers and one or two happen to fall instead of remaining in the upright position he will hit them together or crush them under his feet in a sudden rush of the old frenzy.

He shows little initial interest in books or puzzles but does well with them under adult supervision.

On the whole he has had a successful year. His greatest gain has

been in his ability to be a member of a group and be able to participate pleasantly in the kindergarten program with but few lapses. Without great effort on his part he has been able to attend school assemblies and music classes in good form.

Tom adjusted himself very well socially to grade one and tried very hard to fit in with the school demands. Although he is the least mature in the grade in writing, reading and number work, he is at least establishing good work habits which are essential in doing anything. He has learned to copy messages from the board fairly legibly and accurately. He has learned to count to 20 and recognize and apply numbers up to 5. In reading he can recognize a few isolated words but fails to get the concept of the whole expression; as for example, in reading, where the book says: "Mother said, 'Come, baby, come to dinner'." Tom can recognize the words mother, said, and baby, but does not read and understand what mother said.

Late in April Tom took the Revised Stanford Binet Intelligence Scale Test, Form L. Result: C. A. -7; Jorgensen, and Gerberich, "Measurements and Evaluation in the Secondary School", p. 233, states that the measure of achievement on this test, the ages between two and eighteen, indicates that a score of 84 for Tom is below average. In May Tom was given the Metropolitan Readiness Test but, due to fatigue and inability to complete the test, an accurate score was impossible.

Tom really needed more maturity to enable him to meet the competition of his grade successfully. He therefore was given some extra help with his work in project activity which was part of one of the activity units of the first grade. "The Community" was the project and

Tom's particular contribution was the making of a park. This was correlated with his reading, number work, hand work, etc. It gave him good practice in necessary skills and stimulated his interest. For example, one of the things he constructed was a pool made by setting a small basin of water into the dirt of the park around which he built a walk of flat stones. When the park was completed and the grass seed sprouted he printed a sign for it bearing the name "Look Park". Then he invited various ones in to see his work of which he was quite proud. This evidently gave his ego the right lift through successful accomplishment.

The following is a chronological account of Tom's activities on days taken at random during the period through February, March, April, and May when this study was made. Care was taken to include in this list one each of the days of the week, though not consecutive, in order that any peculiar conditions that might be due to the sequence of days could be noted:

Monday: Very restless and annoyed other children. Tried to Read from his book but was unable to understand it. Willingly went to individual work. Enthusiastically discussed plans for the park. Had a very poor rest. Disturbed the others, so was segregated.

Tuesday: Copied words neatly and well from the board, disrupted class and paid little attention when spoken to. When working on his individual project showed signs of fatigue. Worked quickly but with little thought as to what he was doing. For example, in

placing the stones around the pool he placed them at random and then had to do it over, selecting stones of equal size for this purpose. Rested alone, had a good nap and actually went to sleep.

Wednesday: Went into the Kindergarten to look at their "store" and capably bought 5¢ worth of things he wanted. Was more cooperative in class, did not upset the others at work. Drew and colored a picture illustrating what he liked in the story from his book. In supervised play was not cooperative and when called ran the other way. Rested well with his group.

Thursday: Looked at books from the library but showed lack of interest - turned the pages at random and carelessly. Glanced through 3 books while the other children looked at one only. Left the room on pretense of going to the bathroom and went into Kindergarten telling the teacher that if it was alright with her his teacher wanted him to stay there for a short time. Was most cooperative with the children, helped two of them build a large house. Clearly gave helpful suggestions. When his teacher came after him he tried to alibi but realized it was useless. Said he was sorry and asked the Kindergarten teacher if he could return the next day providing his teacher permitted him.

Friday: Did fairly well in his reading. Successfully applied numbers up to 5. On his project he worked carefully, first discussing with the teacher how he would make the swing. Went to the carpenter's bench, skillfully cut the pieces of wood the correct size for the swing. He selected the color of paint he wanted and, after sand papering the sticks, painted them and put them in a secure place to dry. At nap time rested well with his group. Was more cooperative in supervised play.

Early Life and School Reactions of Jim: Jim was born March 9, 1940, of pure Scotch parentage. He was adopted from a children's home in Canada when he was three months old. Information concerning his life, relationship with his foster brother, mother and father prior to entering nursery school was not available.

At the age of 4 years 5 months Jim entered Nursery School where his brother had been the year before. Jim is a fair-haired, good-natured little boy with a pleasant small voice, a bright smile, and a manner of tilting his head at a certain angle - a characteristic of his winning personality. Unlike his foster brother, he enjoyed being with the many children of the nursery school group and showed fine attention and responsiveness to all routine matters. For example, in washing his hands before lunch he is quite independent, does the job well, and does not splash the water on himself, on others, or on the floor.

He had very frequent toilet accidents at first which, with constant care and reminders on the part of the teacher, were reduced to occasional mishaps. At nap times he usually wet the bed. He is a quiet sleeper - lies on his stomach and flat on his nose, going to sleep on the average of five minutes after settling on the cot.

He has very good muscular coordination and displays great skill in climbing, jumping, riding the tricycle, and manipulating the wagon. Also he enjoys playing in the sand, swinging, and sailing little water toys. Indoors his chief interests are: putting the "Lock-train" together, doing puzzles by putting as many as five pieces together to make the picture, fitting forms into their correct holes in the form

box, etc. All of these are done by Jim with fine skill.

He has shown an interest in and a purely manipulative skill in crayons, paints, scissors, paste, and clay.

Jim is very fond of books and music. His favorite story book is "The Little Family". Very often he will go to the rack of books, select "The Little Family" and ask you to "tell" it to him.

He has a good sense of rhythm, carries a tune well, and knows many songs. He particularly enjoys holding a doll or a teddy bear while sitting in a rocking chair or rocking horse and singing a lullaby song to it.

All of the group like Jim and accept him as one of them very readily. For example, if some of them are building they let Jim help build whatever it is they happen to be making. They very readily exchange toys with him. Although Jim enjoys having the other children around him he usually plays independently; that is, he likes to take the large nest of blocks by himself and fit them. Signs of over-possessiveness are never seen. Jim is quite dependent upon having an adult in his sight. For example, when the children are playing and the adult person steps momentarily out of the room, in most cases it is unnoticed by the children but Jim cries when he realizes the adult is absent. Also, if a stranger comes into the room he is very dependent upon the familiar adult for security.

Jim likes to paint and from the very beginning held the brush well, after being shown how. He is very neat and does not drip paint on the floor or on the paper he uses in painting. He has shown a growing interest and his work, the result of imagination and creativeness, always

carries a story although the detail is often not discernible to the other person. For example, a few lines of black in box form, filled in the center with red, would be a loom in the factory that he had visited with his father.

Jim has the habit of continuing an activity for some time, if undisturbed. However, if he is frustrated in any way, he becomes emotionally upset and usually reacts by crying loudly and bumping his head deliberately. For example, if he is playing in the sand and another child starts to play there also, Jim tells him to go away. If he doesn't go, Jim will scream and, if not successful in getting his way, he will bang his head against the wall or throw himself on the floor. When he is forbidden to carry on in such a manner, he will calm down, listen to reason and resume his play.

If he is playing with something that requires taking turns he reacts in the same manner as when he can't keep on doing what he wants. For example, in going down the slide he wants to keep going down instead of waiting his turn with the two or three others who may have chosen to play at the same game.

Jim talks very little but when he does he chooses good words and phrases with some baby talk mixed in. For almost the first month he rarely spoke a word. Then all at once he started talking a great deal, using well formed phrases and simple sentences. Except for dropping "sh" and using "p" for "f" at times he speaks clearly in a soft, sweet voice. For example he says, "Tom has lost his mitten and he can't pind it" - "pind" for "find".

His motor coordination is very good both for the large and small

muscles. He runs and climbs fearlessly, uses boxes, boards, swing, plank slide, and high slide skillfully. He can climb to the top of the jungle gym and usually asks for approval when he has succeeded. His mastery of the wagon is remarkable - he sits on one foot in the wagon and pushes with the other while maintaining perfect control of the steering. He rides both large and small tricycles with skill. His enjoyment of the swing never ceases so long as an adult will swing him.

At meal times his eating habits are more or less automatic so that he is able to converse with others at the table. He eats very nicely all food given him - never expressing strong dislike of anything. If it is some food he has not had before he is anxious to try it and usually finds that he likes it.

During the year Jim made a gain in weight of two pounds six ounces and two and one-fourth inches in height. Of the eighty-two days he was enrolled in the semester he was absent twenty-one days. Fourteen of these absences were due to five different colds and seven absences due to fatigue. The findings on his physical examination were negative. He has had a good health record for the year except for the colds.

The following year in Kindergarten Jim felt a little more secure, enjoyed being with the children but was still a little dependent upon the adult in charge.

During the summer between Nursery School and Kindergarten his habit of getting attention changed. It seems to have been influenced by his foster brother, Tom. In Nursery School, Jim wanted attention

when he did something well, such as climb to the top of the jungle gym. However, now he seemed to try to get attention by bad behavior as can be noticed by close observation of the record of his typical days:

Monday: He played with blocks and at book-and-game time chose a puzzle to do. This one had 8 pieces which he put together successfully. At lunch time he refused to get ready to go to the table. He wanted to be chased all over the place but, when ignored, got ready and quietly took his place.

Tuesday: Outdoors he played with the wagon for a long time alone. He observed the other children at play for a while. Used the crayons and pasted. He selected the book "The Three Little Kittens" from the shelf, went to a table by himself to look at it. At nap time was very restless so took a nap by himself. Seemed overtired so was left to play alone.

Wednesday: He played with boats in the water. Seemed extremely excitable all morning. Had many conflicts with the children, teased them, and was teased by them. Rested alone at nap time.

Thursday: He played fairly well. Cried very little and had successful social contacts with one or two of the children. Enjoyed sliding on his face on a pile of blocks. He locked himself in the bathroom when it

was time for juice. Left there unnoticed, he came out, got washed, and was ready for story time.

Friday: He sawed and hammered a little. He used the saw with little help. He was able to pound nails without much effort but tired very easily of this so went to play with the tricycle. When someone else rode the tricycle after he had left it he cried and threw himself on the floor. He was cooperative enough, though, when told someone else was to have a turn riding it.

He shows self control in activities that are of interest to him: e.g., block building and climbing. He has a great many good ideas which he presents to the group in a clear manner. In periods when he is somewhat on his own, that is at free play, he does not seem to manage himself so well, so that he needs to learn to assume responsibility for himself at these times. He has had very few crying spells of late.

Jim usually responds well to suggestions particularly if attention is shown him but is most difficult to manage if told forcefully to do something. One morning, during morning meeting, he was making a general nuisance of himself and refused to sit in the chair assigned him. The teacher in charge, not so well acquainted with Jim, tried to place him on the chair. He screamed so loudly that the supervisor came in. Sizing up the situation quickly in her capable way, she sat on one of the chairs and remarked, "Oh, Jim had a new haircut." Jim went over near her and she recited the little poem: "Snip, snap, etc., and off came Jim's curls." Jim had stopped his screaming and told about his experience at

the barbers. The supervisor then said: "Yes, you had a nice time yesterday at the barbers; now, Jim, sit down here as Miss Lee has something to tell all of you." Very contentedly Jim sat down in the chair he so vehemently refused to sit in a few minutes before.

As the days wore on Jim's tiredness became more acute. Usually by mid-morning rest time he was generally fatigued, would fall asleep and remain so until it was time to go home at noon. When his mother called for him he was awakened. Upon learning it was time to go home, he started to cry and say: "I didn't have my play time." He was told that perhaps tomorrow he would not be so tired and could play. However, the next day was carried on in the same fashion. Mrs. Jones said she could not understand why he was so tired as he was put to bed at seven o'clock every evening. From various incidents the boys spoke of, it was obvious that they did not go to sleep but played a great deal after their mother left the room.

PART THREE

Research support in basic matters of methods, educational psychology, educational philosophy and psychology covers a large range of subject matter as indicated in the bibliography. The fact that this study is an application as well as an analysis followed by generalizations of behavior activities makes a too systematic use of quoted reference technique formal and uninteresting. It destroys the use of generalizations in sweeping statements that after all is the best of returns from such a human nature study.

The bibliography contains the citation of twenty-five books and articles having to do with matters pertaining to this study of Two Boys, aged six and eight years. All this material was read before the data for the study was taken. Some of it comes close to the concrete subjects and some relates only to sound theory and principles of procedure in child management and training in behavior.

As the study progressed it seemed wiser to insert the bibliographic numbers in the text where references were definitely pertinent rather than try to quote directly and note at the bottom of pages the exact source of the quotation. The plan has been adhered to throughout, and it is hoped that use of the study by potential teachers will be strengthened in rewards by the plan. To be able to turn to a definite quotation on a point is quickly done, the reading quickly finished and perhaps the material soon forgotten.

On the other hand the mere acquisition of the idea that is pointed out is not any insurance of right conception of the application the writer intended the reader to get. Part of the correct possession of the idea is

secured by sufficient reading on the idea to become possessed of the atmosphere of thinking involved. Thus the plan of reference citation for the ultimate objective of the study, viz., the aid to teachers and would-be teachers was set up this way and has good common sense as its support. If the prospective teachers could have personal contact with the writer and so absorb atmosphere, the plan of reference citation could not be so sensibly defended.

PART FOUR

The behavior instances listed here cover the behavior status during the period of this study and are chosen samplings of instances for analytical coverage of the behavior development of each boy:

1. Facing the music - Tom's running away from his mother when told to do something or asked to go to her.
2. Self-control - Tom's frenzy of activity and sudden bursts of excited play.
3. Honesty as to possessions - Tom's passion for taking things that do not belong to him.
4. Respect for property - Tom's destructive tendency with regard to playthings.
5. Self-dependence - Tom's need for individual attention with his work.
6. The Thumb-sucking - Tom was given to this bad habit.
7. Dependence - Jim's dependence upon an adult for security.
8. Self-control - Jim's temper tantrums when he can't have his own way.
9. Approved and disapproved method of getting attention - Jim's new method of getting attention.

PART FIVE

This Study of Two Boys so far has been largely the collection and statement in narrative form of the facts of background, environment, activities and behavior incidents of the boys. It is my obligation now as their teacher and guide looking toward the future to examine their story critically for the benefit of my own future teaching success in pupil management and perhaps for suggestion values to prospective teacher-trainees that I may influence in the years ahead.

To do this effectively I am taking not the whole story, but what seem to me to be critical instances or crucial issues and briefly outlining the situation, the remedial plan for correction of wrong or unprofitable behavior, the results of such efforts in terms of gains or losses and the basic principle on which the whole matter has been carried out. These involve each boy separately, the home environment, and the school administration and equipment. They are designated as Behavior Instances which cover the behavior status during the period of this study with any changes and products of those changes in behavior significant to the social adjustments of the boys. Besides there are generalizations as to methods of such discipline as may win or lose.

1. Facing the music: Tom often gets spanked for misbehaving.

That is to no avail for it is an attempt to suppress misbehavior after it has happened instead of trying to bring about a situation where the very impulse of misbehavior is reduced. However, this does not mean that the parent who resorts to such punishment in an emergency or fit of temper is committing a serious mistake. Most parents at some time lose their temper with a child and strike him in anger. Afterward they may feel guilty about it, and perhaps they should, for a child has a right to expect a pretty high standard of behavior in his parents. Yet it is unfair for parents to expect perfection of a child when they themselves are not perfect. Parents are very human and the child might as well find it out. He should also learn that adults have feelings and that there are limits to their patience. It is good for the child to discover righteous indignation as well as the wholesome truth that there are some kinds of behavior which will cause hearty and heated resentment in people who are ordinarily quite calm.

The most important thing for the parent is to understand the child's inner problems at various stages of his growth and maintain a good relationship with him. If the child receives strict discipline or even unlimited freedom without the assurance of understanding on the part of his parents it will seem to him an inescapable and crushing burden. He comes to a place in his days when he craves direction of his activities and no direction is worse than disciplinary direction. Therefore he will not accept unreasonable discipline and so will be unable to make it a real part of his mature personality.

Tom regards his punishments as inevitable when he disobeys, but

after they are over they have no apparent effect on his future actions unless to make him more skillful in not being caught next time.

The most important point is not the particular technique involved - punished either by being spanked or deprived of something - but the way the person in control understands the child's inner problems at the various stages of growth and maintains the right relationship existing between the person and the child.

At school when Tom did something wrong the teachers accepted it without display of emotion or resentment and, with constructive criticism, tried to adjust the situation to meet Tom's needs. At all times Tom felt the assurance and security of the love of the teacher. He gradually learned through experience the value of discipline to others and himself and readily accepted it as something worth while and an integral part of his personality. For example, when the children were having supervised play Tom would run in the opposite direction when called. Expecting to be chased and brought to attention he anticipated a great game in such a large area with so many suitable hiding places. The teacher went on with whatever she was doing, without Tom (of course, mentally mindful of his absence), and very soon Tom would return voluntarily. The children would be busily engaged in some enjoyable activity. Very often if it were something in which they took turns, for example, riding the toy automobile Tom would say, "I didn't have a turn", or "May I have a turn." The reply the teacher made was, "I called you for your turn but you ran the other way. It is too late now. Maybe next time you'll be here for your turn." Gradually Tom began to realize that the forfeiture of his enjoyment was his own fault and learned to come when he was called.

2. Self-control: Tom's frenzy of activity and sudden bursts of excited play. Through play children give freer scope to emotions and desires which they dare not express in daily living. Play is more than muscular or intellectual learning; it is really work, thought, art, relaxation and feeling. In these many emotions are expressed and they enable the child not only to experiment with the environment but also with his relationships to other people and his own feelings. A child is naturally very active so must be given plenty of opportunity for getting about, using materials to recreate his experiences and be free to express himself as he will. Possibly Tom's frenzy of activity was due to the fact that his mother was always trying to influence his play telling him what not to do and sometimes spanking him. So, when given a little freedom, he was unable to control himself at first. The first things parents should do is to see that a child, even a very young child, has the opportunity to play and make use of everything his environment has to offer. The child should be allowed to explore as far as he can do so safely. There should be as few things as possible forbidden and instead of trying to think up ways of preventing him from doing what he wants, teach him the skill of doing it well and safely. His playthings become more meaningful to him as he broadens in experience in life. Therefore as Tom's opportunity expanded his ability to recreate and enjoy his pleasant experiences developed self-discipline. It is now the teacher's opportunity to watch for any signs of spontaneous interest in some one thing and then try to help him find related activities. For example, an interest in pets can be extended into looking at picture

books of animals, building homes for them, learning their habits, etc.

This shows that supervision with suggestion is more valuable than supervision with dictation.

3. Honesty as to possessions: Tom's passion for taking things that did not belong to him alarmed his mother very much so she proceeded to scold him on each recurrence of this fault and began locking drawers as a preventative. Had the mother accepted the first signs of petty pilfering as common in the irregularities of normal growth and simply explained that this thing which he had taken belonged to someone else and therefore must be returned, the practice would have passed soon. As he matures he will realize that this thing belongs to someone else, that it is wrong to take it and that he must take it back. If the parent had treated the matter seriously and firmly as suggested normally, it would have disappeared gradually. When Tom took something belonging to another at school he was told we didn't use other persons things without their permission. The teachers would say, "Did John say you could use that?" "Yes," said Tom. "We'll just see if John meant you to play with it for a while." So John was asked and, if he approved of Tom's playing with it, all was satisfactory. Through sympathetic understanding and careful guidance Tom began to develop ability to respect other children's belongings. The habit about the taking of hats soon disappeared.

Not only did Tom tell untruths about the hats he claimed to be his own but also was dishonest in many situations. From his home experience he knew he was punished for not telling the truth. From this he merely learned to be more careful next time and did not learn the real value of the truth. Not having acquired the habit of honesty which is a mental attitude that develops through association with people of whose love he is sure and who admire and practice honesty themselves, it was the job of the school to aid Tom in developing such a habit of his own.

To begin with - as should have been done when he was very young - right was what the teacher allowed him to do; wrong is what she forbade him to do and he learned very gradually to prefer right because it earned for him the smiles and approval that came to mean more to him than following his own whims. This enabled him to develop a real conscience, or a sense of right, so that he is able to choose the right thing to do even if it is contrary to his own desires. Any time he was found out in an untruth a correction was made in a positive way. For example, "You spilled the paint on the floor near the easel. See, you have some of it on your hands and your clothes." After that the matter would be dropped until the next time. Tom learned the true meaning and the importance of telling the truth which gained for him the approval of teacher and playmates. This falls in line with the general principle that: The approval of teacher and playmates is more satisfying than their disapproval.

4. Respect for Property: Tom is very active and quite destructive of toys; for example, if he is playing with the soldiers and one or two happen to fall he will hit them together or crush them under his feet. This is just an outlet of his emotion and, as children have a strong desire for simple aggressive acts, their belief in the inevitability of anger and punishment are usually shown in this manner. This destructive tendency is caused by some emotional disturbance and by expanding the opportunities for recreating his experiences and expressing himself as he will, it will let him expend his energy otherwise than in such destructive fashion. By trips and various contacts with the world his world is broadened so his playthings take on new meaning for him. Through them he is able to recreate and reenjoy his pleasant experiences. So when Tom started to bang up his soldiers he was asked if he could make a soldier at the carpenter's bench or with clay. Willingly he attempted to do either one. To show how well he could make another soldier he went to the carpenter's bench. Results - nearly complete failure. With the blocks he was able to build large buildings or bridges he saw when he was traveling, etc. Being able to do something worthwhile, really creating it himself and having it admired by the group, made him know just how he would feel if someone purposely knocked his work down so he no longer knocked down other children's buildings. Instead he often helped them and gave helpful suggestions. The guiding principle for both Tom and his teacher is: The cost of replacement develops respect for possessions.

5. Self-dependence: Tom was unable to meet successfully the competition of the first grade. For him it was important to be a responsible leader without meeting this strong competition. To meet the needs he was given a small project to do separately which would fit into the class project upon completion. Under the careful guidance of a teacher he worked diligently. Since he had been to the local park so often he decided (with skillful guidance) to construct a park. With the teacher he discussed what he had seen at the park, what he'd like in his park. It was decided the scene would be constructed in a large flat pan of dirt in which grass seed could be sown. For each thing in the park Tom and the teacher discussed what it was to be made out of, where to place it, size, etc. For example, a swing; the two sticks were put in the ground, so far apart, one across the top and extending from that the ropes and a small piece of wood for a seat. Then it was painted. This work was correlated with reading, numbers, English, writing, etc. Tom really created something he was proud of, his interest throughout the project was well stimulated naturally. He was able to feel he had accomplished something and the necessary skills, habits and appreciations were developed.

Tom printed a sign "Look Park" and placed it on a marker in the park. He invited many of the children in to see it and when the main project, "The Community", was completed by the class Tom's park had a prominent place.

This embraces the principle: "Self-dependence is the product of successful completion of small projects, at first aided by encouragement of others."

6. The Thumb Sucking: Tom was given to this bad habit. Thumb sucking is a characteristic of infancy and normally should disappear before the child is four or five. However, when it persists it is a sign that the child needs help in making proper adjustment to his environment. We should not try to treat the child by use of mechanical devices, such as pacifiers, bandaging the thumb, etc., but should try to find the cause and remove it.

Usually the child who sucks his thumb at school is one who finds it difficult to meet the school requirements. So, instead of finding satisfaction in activities suitable to his age, he tenaciously clings to something satisfying in his infancy and that still gives him satisfaction.

At school the teacher realized Tom had not adjusted to the problem of growing up, so did all she could to help him make a genuine readjustment. He was kept busily engaged in various activities and, when the old habit appeared, never was attention drawn to it. Instead the teacher would say, "Tom, Mary is having trouble steering the car. She doesn't know how to turn the wheels. Do you think you can show her?" Tom would reply affirmatively and go over and get interested in the automobile. Another way the problem was handled was to give him something in the hand of the sucked thumb and stimulate his interest in something else. For example, "Here, Tom, is the wheel for the cart you were making. It will get lost again if you don't put it on the cart." Gradually, through the use of the principle of substitution, Tom's habit of thumb sucking was disappearing for he was developing skills and habits that were fine substitutes for this bad habit with his thumb.

7. Dependence: Jim is quite dependent upon the presence of an adult for a feeling of security. Very often a child is shy when in the company of children or adults with whom he is not acquainted. To offset this, concrete help should be given the child and he should be encouraged to develop some skill: artistic, manual, athletic, etc., to increase his social poise. It is best to start with something for which he has natural ability and then shift to that in which he is less efficient. After a child has acquired mastery of a skill he sometimes needs a strong but gentle push to start performance. For example, if Jim shows his dependence upon the teacher when a stranger enters the room, the most important thing is to get him engaged in something he can do well. He becomes absorbed in his play and forgets about the stranger. If Jim is to play with two strange children, start off with something he can do well; for example, climb up the jungle gym and slide down the pole. Since Jim does this well the other two boys would be quick to notice and show admiration for his skill. Together they may have a race and gradually, though not much may be said, they are getting acquainted; their contacts become quite natural and Jim, absorbed in the fun, forgets his insecure feeling. However, the adult should stay near at hand. Some of the difficulties that may arise Jim might not be able to cope with unassisted, and a return of the defeated feeling would be quite disastrous. The ability to do something well gives confidence that is transferable to other fields and makes for greater independence.

8. Self-control: Jim has temper tantrums when he cannot have his own way.

A common human emotion is anger. When adults get angry they usually have a verbal outlet and it is the same with children. Sometimes they are very destructive; as for example, breaking their toys, kicking furniture, etc.; or they may do something which they think will make the adult give them their way; as for example, holding their breath or throwing themselves on the floor, etc.

The most important thing is not to scold the child for such behavior, but ignore his anger and offer some constructive suggestion. Do not show emotion on your part; be firm but gentle and then forget about the incident. Also you may tell the child, in quite a matter of fact way, "Of course anyone is disturbed when he cannot have what he wants; and now which are you going to take out to play with, the automobile or the tri-cycle?"

Never should defiance of the child be met with defiance by the adult. A child, when he is angry, is anxious, is in difficulty, and wants help. The best way to handle the situation is, after the storm of temper has abated, lead him back in friendly conversation about quite different affairs. Never refer to the cause of his tantrum, scold or impose penalties, or demand an apology. Let everything go on as before in a very friendly fashion. The child discovers that the adult in charge has things under control consistently and that helpfulness and interest go on just the same. This discovery is most important for a child as he realizes that affection is always there and this enables him to establish a feeling of peace and security.

When Jim cried and threw himself on the floor because another child used the tricycle after he had finished with it, he was told, in a matter of fact way, that someone else was to have a turn. His interest was stimulated in another direction and no further mention was made or punishment exacted due to his temper display. Jim, discovering that the adult is consistently in control at all times, temporarily is enraged, but reassured in the long run. Gradually self-control is gained through the child's assurance of the adults' understanding and consistent control.

9. Jim has a new method of getting attention: It is a natural human trait for a child to want attention at various times. Just how this attention is gained will depend a great deal upon the child himself, his nature, his home environment, and relationship to various members of the family. Of primary importance is the manner in which the home discipline is managed - what the mother stresses and to what she continually gives her attention. Also, whether the child is the oldest, youngest, in-between one, or the only one, is of determining value.

In Jim's case he is the younger of the two foster-brothers and is being continually bossed by his older foster-brother. Due to Tom's continual bad behavior the mother devotes a greater part of her time to Tom. Jim sees that being good does not draw very much attention, so he patterns his actions after those of his foster-brother.

If Jim had been praised more for doing what was right at home and given a little more individual attention it is quite probable that this method of attention-getting would not have developed to such an extent. Also, application of the same practice at this stage will result in the disappearance of the habit.

At school Jim was one of many his own age. When he did something wrong in order to get attention he was ignored. In a matter of fact way he was told, "We do not do that at school and now what color paint do you want for your house in the picture you are doing?" Emphasis was not placed on the wrongs but on the rights, and constructive suggestions stimulated him to do other things in which he could develop habits and skills.

This would enable him to do something worth while and for which

he attained a feeling of success and won group approval with attendant emotional reward of pleasure.

Whenever Jim did something worth while he was praised and, being responsive to praise, soon realized that there were approved and disapproved methods of getting attention. By consistent application of this principle Jim's behavior gradually developed satisfactorily.

PART SIX

SUMMARY

From the experiences both of these children had in school in this period of a few months they have learned how to conduct themselves more satisfactorily in relation to their work and play, their fellow students, school authorities, and other persons along the way.

The progressive teachers have endeavored to understand the forces acting upon the children and to discover the mechanisms at work in them which cause them to seek relief or satisfaction in behaving as they do. The teachers have gone far beyond the symptoms themselves and have examined the causes. The teachers have attempted to remove or at least lessen the potency of these causes by example, by reason, and by disciplinary practices involving the corrected self-activity, or behavior, of the child. Since behavior is learned only through behaving, it has been a continuing succession of prescribed self-discipline activities for the two boys which resulted, hopefully, in their having learned how to direct their own conduct successfully. The lessons learned through application of the discipline principles of removal of privilege, change of environment, substitution of idea and forfeiture, as a few examples of guided self-discipline, can not but be of some permanence. These things are learned through experience, which means through the sense avenues that produce the lasting records in human nervous systems.

The guiding principles applied to attain these goals may be listed as follows:

1. Forfeiture of enjoyment is the victim's own fault.

2. Supervision with suggestion is more valuable than supervision with dictation.
3. The approval of teacher and playmates is more satisfying than their disapproval.
4. Cost of replacement develops respect for possessions.
5. Self-dependence is the product of successful completion of small projects, aided by encouragement to attack others more difficult.
6. Substitution encourages development of skills and habits that replace bad ones.
7. The ability to do something well gives confidence that is transferable to other fields and makes one more independent.
8. Approved and disapproved methods of getting attention bring their own rewards of social behavior.

PART SEVEN

GENERALIZATIONS

Childhood is supposed to be a happy, lighthearted, care-free time. However it is not always as happy as it should be. Sometimes it is filled with confusion and anxiety and is a time of many emotional conflicts. To guide children successfully, to have them acquire the right personal and social habits and ideals enabling them to adjust to their environment and become useful citizens, both teachers and parents need knowledge and good will.

Children must be a source of joy to their parents. They must feel the security of parental love at all times even when parents disapprove of some things they do. Neither the most perfect care nor scientific management can make up for the lack of assurance of love; but security in this will influence life continually.

To really enjoy children and influence them one must like to do things with them and for them, understand them in all their moods, and try to understand the underlying causes of their varied reactions.

Unfortunately there are no rules that will always work in the management of children. Of course, there are certain principles that apply to sound teaching and sound living. They have been referred to throughout the study.

Many bad habits which make children difficult at times are just normal phases of growth that are inherent in the nature of the child and are a part of his development. In both of these cases the normal growth, with its problems, disturbed the mother to such a degree that

she felt incompetent to meet the situation and was not very sympathetic with the emotional difficulties her two boys were facing.

People differ in their natural ability in getting along with children. Many like them only when they are friendly and well-behaved; others like them even in their worst moods. The ones who really love and understand children can enjoy them at all times. The others can learn to like and understand them. Appropriate knowledge gives a person certain confidence in all that he does and in dealing with children this confidence is essential.

The majority of parents realize the value of habit training. They want their child to do what is right at all times. They forget that the youngster is in a child's world and they in an adult world. They set a standard sometimes much too high for their child. Yes, children need a guiding and often a restraining hand but also need a chance to practice and enjoy the doing of things on their own.

Parents need to know when and how they can best help their children and with common sense guide their children in the right way. It is not what they do but what they are as individuals that really is most significant in guiding children. In this case the mother is aware of her weaknesses but so far has been unable to change. Unless she can straighten out her personal difficulties as an adult she will not be much help in the future to her children. However, she has sensed her weaknesses and wants to change, so the "will to do", with some experience-based advice should make this case hopeful. The young child's maturing personality is closely integrated with that of the parents. The mood that exists in the home gives the family life its quality.

There will be good and bad days as there are in life itself. If the parents realize this and accept it as such their influence with the children will be more wholesome and effective. Thus home and the school, through close cooperation, can help to guide two more children to satisfactory places in our democratic society.

BIBLIOGRAPHY

1. Baker and Traphagen - "The Diagnosis and Treatment of Behavior Problem Children."
Macmillan Company - 1935.
2. Barbour, Richmond - "What's Wrong with Corporal Punishment."
Nations' School - xxxiii (June 1944) pp. 25-26.
3. Carr, Lowell J. - "We May Be Heading for a Juvenile Crime Wave."
Nations' School - xxxi (Jan. 1943) pp. 18-20.
4. Demiashkevich, Michael - "An Introduction to the Philosophy of Education."
American Book Company - 1935.
5. Draper, Edgar Marion - "Principles and Techniques of Curriculum Making."
D. Appleton Century Company - 1936.
6. Finney, Ross L. - "A Sociological Philosophy of Education."
Macmillan Company - 1940.
7. Fisher, Mary Cecilia - "Clubs are Trumps in Guidance."
Nations' School - xxxvi (August 1945) pp. 42-43.
8. Gates, Arthur I. - "Elementary Psychology."
Macmillan Company - 1930.
9. Greene, Harry A., Jorgensen, Albert W., and Gerberich, J. Raymond -
"Measurements and Evaluation in Secondary School."
Longmans, Green and Company, Inc. - 1943.
10. Hartwell, Samuel W. - "Fifty-five Bad Boys."
A. A. Knopf - 1931.
11. Haviland, Mary S. - "Character Training in Childhood."
Small, Maynard and Company - 1921.
12. Hunt, J. McV. - "Personality and Behavior Disorders."
Ronald Press Company - 1941.
13. Jacobson, Paul B. and Reavis, William C. - "Duties of School Principles."
Prentice Hall, Inc. - 1941.
14. Jones, Mary Cover, and Burks, Barbara Stoddard - "Personality Development in Childhood."
National Research Council, Washington, D. C. - 1936.

15. Newsom, Langfitt and Others - "Administrative Practices in Large High Schools."
American Book Company - 1940.
16. Portwood, Thomas B. - "Success Does It - When Pupils Can't Fail They Don't."
Nation's Schools xxviii (Nov. 1941) pp. 60-62.
17. Pressey, Sidney L. - "Psychology and the New Education."
Harper Brothers Company - 1933.
18. Pressey, Sidney L., and Robinson, Frances P. - "Psychology and the New Education."
Harper Brothers Company - Revised - 1944.
19. Richards, Esther L. - "Behaviour Aspects of Child Conduct."
Macmillan Company - 1933.
20. Rogers, Carl R. - "The Clinical Treatment of the Problem Child."
Riverside Press - 1939.
21. Sayles, Mary Buell - "The Problem Child at Home - A Study in Parent Child Relationship."
New York Commonwealth Fund - 1932.
22. Shoobs and Goldberg - "Corrective Treatment for Unadjusted Children."
Harper Brothers Company - 1942.
23. Symonds, Percival M. - "Mental Hygiene of the School Child."
American Book - 1935.
24. Wolf, Anna W. M. - "The Parents' Manual - A Guide to the Emotional Development of Young Children."
Simon and Schuster Company - 1943.
25. Valentine, C. W. - "Psychology of Early Childhood."
Sherwood Press - 1942.

ACKNOWLEDGEMENT

The completion of this study has been made possible only through the kind understanding and helpful guidance of Professor Winthrop S. Welles.

Also I acknowledge the cooperation and assistance given by the Smith College Day School and the Elizabeth Morrow Nursery School faculty in collecting the information.

Approved by:

C. H. Welles

Date

Aug. 31, 1945

